Standards for Implementing Quality School Age Child Care Programs

Instrument for Self-Appraisal and Validation

Maryland State Department of Education
Division of Early Childhood Development
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Baltimore, Maryland 21201
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School Age Child Care
January 2014
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Self-Appraisal and Accreditation/Validation Instrument

I. Organization

MSDE refers to each standard with individually and corresponding indicators, best practices, evidences of achievement, whether documented or observed, and rating as the “instrument”. The instrument for self-appraisal and accreditation/validation is designed to define the program standards and outline the components of a quality school age child care program.

The Instrument focuses on three broad areas:

1. Program Administration
2. Program Operation
3. Home and Community Partnerships

All Instruments start by identifying the Standard of achievement in the first row. These Standards are comprehensive statements that support the development and maintenance of high quality programs. Below the Standard follows another row with four columns citing research evidence, supporting rationale, a programs’ opportunity to demonstrate evidence of quality practice requested and an opportunity to rate its quality as present fully or partially.

A. Each standard has Indicators, which further define and measure the program Standards.

B. The Best Practices/Rationale is stated in this section, which is located next to the Indicators. Research-based best practices describe each standard indicator in detailed terms that can be documented and/or observed.

C. The Required Evidence column is meant to clarify items that are required, not merely examples of quality. Next to the best practices/rationale is a list of Required Evidence. This required evidence will assist program staff to identify specific program items that meet the best practices criteria and validate that corresponding indicators have been met. Required Evidence that is demonstrated through observation is noted with a bold circle. Required Evidence that is demonstrated through documentation is noted with a bold square and placed in the appropriate binder. Required evidence must be demonstrated to receive a “fully met” rating on the indicator.

1) Representative Examples are program elements or practices that support the indicator. Representative Examples are not required to be documented or observed. However, the Representative Examples do demonstrate best practices under the indicator in each program area.
2) A section for **Program Examples** is provided under the *Representative Examples* section. Programs should note any additional examples that meet best practices and are specific to that program. This section should be completed as the self-appraisal team rates the program.

D. The **Rating chart** is located in the last column. It provides a space for the program staff and the Validator to record ratings for each indicator, based on documented and observable evidence.

### II. Directions

Programs begin by identifying each Standard. Then read each defining characteristic of that Standard found in the indicator. Next, read the “Best Practice/Rationale” to ensure understanding of program implementation. After, determine if and how your program has met this indicator by articulating if it has all items within the **“Required Evidence”**, column. Finally, indicate where the program has determined its rates in providing documented or observed evidence of quality.

A. **Required Evidence** which can be demonstrated through documentation is noted with a bold square. Required evidence which must be observed is marked with a bold circle. All required evidence that is marked with a bold square should be placed in the appropriate binder.

**Please note:** All Required Evidence must be demonstrated to receive a “Fully met” rating on the indicator.

B. **Representative Examples** are program elements or practices that support the indicator. **Representative Examples** are not required to be documented or observed; however, the Representative Examples do demonstrate best practices under the indicator in each program focus area. Programs should ✓ the appropriate box where there is evidence in their programs of fully met, partially met or not met.

C. **Program Examples** allows the program/center to demonstrate other sources of quality evidence. Programs should record any additional evidence that is specific to individual programs in this section.
III. Rating Chart

The chart below depicts the three-item rating scale for each indicator. The program self-appraisal team will review their program/center and measure its performance based on each individual Indicator within each Standard. Then the program will rate itself using the following ratings:” N” meaning “not met”, “P” meaning “partially met”, and “F” meaning “fully met”.

<table>
<thead>
<tr>
<th>Program</th>
<th>N</th>
<th>P</th>
<th>F</th>
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<tr>
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Rating each Indicators:

- **N = Not Met** where there is insufficient, observable or documented evidence for the indicator.
- **P = Partially Met** where there is some observable or documented evidence for the indicator.
- **F = Fully Met** where there is significant observable or documented evidence of high quality.

Any Indicator rated **N (Not Met)** or **P (Partially Met)**, must be included on the Program Improvement Plan - located in the Appendix of the Guide to Self-Appraisal and Accreditation/Validation. After program improvements are made and reassessed, the ratings should be changed to reflect improvement. The program will add a check where improvement was made, then indicate the date the program made the change next to the appropriate box.
I. PROGRAM ADMINISTRATION

Mission Statement

1.1 The program’s philosophy is consistent with school age practices that are age and developmentally appropriate and reflect the role of families. The written mission or philosophy statement for the program is used by the staff as the foundation for planning, for staff development, and for implementation, evaluation, and continuous improvement of the program.

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>BEST PRACTICES/RATIONALE</th>
<th>REQUIRED EVIDENCE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Planning</td>
<td>The school age program has a written philosophy/mission statement, which reflects effective school age and inclusionary practices. The written philosophy/mission statement is shared with staff and families.</td>
<td>The philosophy statement is an integral part of the program’s overall mission. It refers to research and literature-based practices in school age child care; embraces supporting all children, including those with disabilities, special health care needs, and English language learners. The philosophy act as the foundation for the policies and practices implemented in the program.</td>
<td>☐ Written mission or philosophy statement of the school age child care program&lt;br&gt;☐ Documentation of dissemination to staff and families</td>
</tr>
</tbody>
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# I. PROGRAM ADMINISTRATION

## Mission Statement

1. The program’s philosophy is consistent with school age practices that are age and developmentally appropriate and reflect the role of families. The written mission or philosophy statement for the program is used by the staff as the foundation for planning, for staff development, and for implementation, evaluation, and continuous improvement of the program.

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| 1.1.2 Staff Development | The mission/policy statement reflects professional development opportunities for staff in school age child care programs. Ongoing professional development provides continuing education and other opportunities for staff to keep abreast of the latest developments in the field, including: new programs and practices, routines, inclusionary practices, pending policy, legislation, or regulatory changes. In addition to staff training, volunteers and substitutes are adequately acquainted with the program philosophy goals, emergency health and safety procedures, child abuse and neglect reporting procedures, and expectations for ethical conduct.* | ☐ Written statements or plans regarding staff development  
☐ List of training topics and resources for professional growth and development  
☐ Orientation Packet for staff*  | N P F  
Program  
Validator  
Validator Comments |

* *The National Staff Development Council, Standards for Staff Development.
I. PROGRAM ADMINISTRATION

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<tr>
<td>1.1.3  Implementation</td>
<td>The learning environment and activities are developmentally appropriate and reflect the program’s philosophy and goals. The philosophy reflects the principles of developmentally appropriate practices. It states explicitly the role of families and reflects the multiple social and cultural contexts of the community. It embraces the philosophy of supporting all children, including those with disabilities, special health care needs, and English language learners. It provides a foundation to build and support a sense of community among administration, staff, children, and youth involved in the school age child care program.</td>
<td>☐ Written mission or philosophy statement of the school age child care program  ☐ Plan for involving parents  ☐ Developmentally appropriate environment and activities</td>
<td>Program  Validator  Validator Comments</td>
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PROGRAM EXAMPLES
I. PROGRAM ADMINISTRATION

Mission Statement

1.1 The program’s philosophy is consistent with school age practices that are age and developmentally appropriate and reflect the role of families. The written mission or philosophy statement for the program is used by the staff as the foundation for planning, for staff development, and for implementation, evaluation, and continuous improvement of the program.

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<tr>
<td>1.1.4 Evaluation</td>
<td>The guidelines, yearly plan, or handbook reflect methods of current and ongoing program evaluation, which include annual program evaluation, staff reviews, and plans for improvement. The program’s effectiveness will be evaluated annually by administrators, families, staff, and other routinely participating adults. Staff uses individual descriptions of children’s development and learning, which are written and compiled, as a basis for planning appropriate learning activities, and as a means of facilitating the optimal development of each child.</td>
<td>☐ Written plan for evaluation  ☐ Copies of completed evaluation tools</td>
<td>N P F</td>
</tr>
</tbody>
</table>

REPRESENTATIVE EXAMPLES
- Evaluation timeline
- Improvement plans
- Staff guidelines
- Staff reviews

PROGRAM EXAMPLES

Validator Comments
I. PROGRAM ADMINISTRATION

Program Personnel

1.2 The program is collaboratively administered, supervised, and implemented by qualified personnel.

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<tr>
<td>1.2.1 Administration</td>
<td>The director informs the staff about developmentally appropriate programming and practices. Resource materials such as national and state standards, guideline information, brochures for families, and staff development materials on developmentally appropriate practices are available. Staff has a clear understanding of job expectations.</td>
<td>Copies of Staff Orientation Form for each staff member (signed and dated) Staff meeting calendar and agendas</td>
<td>N P F</td>
</tr>
</tbody>
</table>

Program Validator

Validator Comments

REPRESENTATIVE EXAMPLES

- Minutes, agendas, calendars for conferences/meetings/trainings
- Copies of resource materials
- Job description and responsibilities

PROGRAM EXAMPLES
## I. PROGRAM ADMINISTRATION

### Program Personnel

1.2 The program is collaboratively administered, supervised, and implemented by qualified personnel.

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<tr>
<td>1.2.2 Supervision</td>
<td>The supervisor or director promotes an open system of staff communication which supports the ongoing exchange of information among staff, focusing on specific instructional or programmatic strategies related to the quality of services, and representing the best interests of children, youth and families.</td>
<td>☐ Agendas for staff meetings, workshops, or seminars ☐ Copies of informal and formal staff observations</td>
<td>N P F</td>
</tr>
</tbody>
</table>

**REPRESENTATIVE EXAMPLES**

- List of available support and resource personnel for staff

**PROGRAM EXAMPLES**

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**Program**

**Validator**

**Validator Comments**
## I. PROGRAM ADMINISTRATION

### Program Personnel

1.2 The program is collaboratively administered, supervised, and implemented by qualified personnel.

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| 1.2.3 Staff Qualifications | Staff members who are appropriately educated are better prepared to plan and implement quality, developmentally appropriate programs for children and youth. “What teachers know and do is the most important influence on what students learn.” * | Copy of college degree  
Maryland Child Care Credential  
Staff Development Plan for each staff | N P F |

*What Matters Most: Teaching for America’s Future,(1996) National Commission on Teaching and America’s Future

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<td>▪ Transcripts and teaching certificates</td>
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<th>PROGRAM EXAMPLES</th>
<th>Validator Comments</th>
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**School age child care staff** responsible for the care and education of a group of children and youth, **must** have at least an AA degree which includes, at a minimum, 15 semester hours of approved course work in early childhood education, elementary education, child development or equivalent **AND** must hold a Maryland Child Care Credential of level five or higher. Preferably, **lead staff** has baccalaureate degrees in early childhood education, elementary education, child development or a related field **AND** holds a Maryland Child Care Credential of level six. **Aides** working with teachers have a Maryland Child Care Credential of level two or higher.
## I. PROGRAM ADMINISTRATION

### Program Personnel

1.2 The program is collaboratively administered, supervised, and implemented by qualified personnel.

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<tr>
<td>1.2.4 Professional Support</td>
<td>The program provides support to staff in order to meet their personal and professional needs.</td>
<td>☐ Staff schedules with breaks and planning times</td>
<td></td>
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<td></td>
<td>Adult restroom and lounge separate from children and youth activity area are available.</td>
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<td></td>
<td>Adequate individual storage area for personal belongings in the classroom, with safety provisions if necessary, is provided.</td>
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<td></td>
<td>A conference or meeting area is designated.</td>
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<td></td>
<td>Staffing patterns are adequate to allow time for staff members to meet their personal needs and handle administrative and planning tasks.</td>
<td></td>
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**REPRESENTATIVE EXAMPLES**

- Lockers/cabinets to store personal belongings
- Staff restroom
- Designated conference/meeting areas and/or lounge/staff room

**PROGRAM EXAMPLES**

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<th>RATING</th>
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<td>N P F</td>
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**Program**

**Validator**

**Validator Comments**
I. PROGRAM ADMINISTRATION

Program Continuity

1.3 The program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children and youth.

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</table>
| 1.3.1 Curricula | The school age program is based on the developmental characteristics and needs of children and youth and helps them to reach their full potential. The program:
  - Is aligned with state and national standards that reflect appropriate school age child care practices.
  - Provides for the individual needs, interests, and learning styles of all children and youth based on observations and assessments.
  - Facilitates communication among staff at the time of children’s transition to the next age group or program. | Evidence of one of the following resources which aligns with Standards for Prekindergarten and Kindergarten and/or Maryland Common Core Standards.
  - A comprehensive curricular resource; or
  - A curriculum developed by the local school system (LSS); or
  - An individually developed curricular resource developed by a program | N P F |

Program Validator

Validator Comments

PROGRAM EXAMPLES
## I. PROGRAM ADMINISTRATION

### Program Continuity

1.3  The program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children and youth.

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<tr>
<td>1.3.2  Programming and Activities</td>
<td>The program will enable children to foster positive identity, develop social skills, and problem solve. Activities will encourage critical thinking, reasoning, questioning and experimentation. The activities will encompass all areas of development, including language and literacy, cognitive, physical (fine and gross motor), social and emotional, and creative. Materials and equipment are appropriate to the age group. The materials should also reflect the diversity and lives of the children and families served, as well as of society in general. Staff regularly assesses activities and materials to ensure appropriateness and effectiveness.</td>
<td>① Developmentally appropriate curriculum/activity guides and daily plans. ② Developmentally appropriate materials, equipment, and activities.</td>
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**PROGRAM EXAMPLES**

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**Validator Comments**
# I. PROGRAM ADMINISTRATION

## Program Continuity

1.3 The program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children and youth.

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<tr>
<td>1.3.3 Transition and Continuity</td>
<td>Staff from the school age child care program develops transition plans for children entering and/or moving to a new group or program that communicate children’s individual strengths and needs.</td>
<td>☐ Written plan/policy for drop off and pick up. ☐ System of noting when children and youth arrive, when they leave, and with whom they leave. ☐ Written plans/activities with local school to connect school staff and child care staff. ☐ Evidence that staff and families are engaged in practices to encourage children’s smooth transitions when entering and throughout the program.</td>
<td>N P F</td>
</tr>
</tbody>
</table>

**Program Validator**

**Validator Comments**

**PROGRAM EXAMPLES**
## I. PROGRAM ADMINISTRATION

### Program Accountability

1.4 The program uses the results of the ongoing evaluation of the program in planning for overall program improvement.

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<tr>
<td>1.4.1 Reporting</td>
<td>After conducting a self-appraisal using the Standards for Implementing Quality School Age Child Care Programs instrument, the results and strategies for program improvement are shared with parents, staff, governing bodies, and others as appropriate.</td>
<td>Minutes from staff, planning, and parent meetings regarding program improvement</td>
<td>Program</td>
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<tr>
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<td>Most recent inspection/monitoring report</td>
<td>N P F</td>
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<td>Master copy of the Self-Appraisal Instrument</td>
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**REPRESENTATIVE EXAMPLES**

- Documentation that the Instrument for Self-Appraisal and Validation and Program Improvement Plan(s) were communicated to the governing body

**PROGRAM EXAMPLES**
## I. PROGRAM ADMINISTRATION

### Program Accountability

1.4 The program uses the results of the ongoing evaluation of the school age child care program in planning for overall program improvement.

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</table>
| 1.4.2 Ongoing Planning | The results of the program self-appraisal are used to plan for program improvement.                                                                                                                                   | □ Master copy of Self-Appraisal Instrument  
□ Program Improvement Plan(s)  
○ Evidence of ongoing program improvements | N P F |

**Representative Examples**

- Updated written Program Improvement Plans
- Program Improvement Visit Checklist

**Program Examples**
II. PROGRAM OPERATION

Environment (School-Age)

2.1  A planned and well structured learning environment promotes active learning and full participation for children and youth.

<table>
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<tr>
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<tr>
<td>2.1.1(a) Learning Environment: Indoor</td>
<td>Instruction is located in clean, safe, and clutter free areas. Natural light and ventilation are controlled. The environment is planned to avoid safety problems. Areas are free of lead-based paint. Poisonous or hazardous materials are stored in locked cabinets or out of the reach of children. All electrical outlets are covered. Bathroom facilities are clean, well lit and ventilated. Bathroom supplies (toilet paper, paper towels, soap) are easily accessible to children. Drinking water is accessible to children and youth. The use of alcohol, tobacco, and illegal drugs is prohibited in all spaces and related program activities.*</td>
<td>☐ Documentation of fire drills  ☐ Septic inspection certificate, if applicable  ☑ Clean  ☑ Well lighted and ventilated  ☑ Free of clutter  ☑ Appropriate storage of hazardous materials  ☑ Covered electrical outlets  ☑ Free of tobacco, alcohol, and illegal drugs  ☑ Toilets, sinks, drinking water facilities accessible, clean, in good repair, and well supplied  ☑ Separate diapering area, if applicable  ☑ Food preparation area meets standards</td>
<td>N  P  F</td>
</tr>
</tbody>
</table>

*COMAR 13A.16.11

PROGRAM EXAMPLES

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## II. PROGRAM OPERATION

### Environment (School-Age)

2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

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| 2.1.1(b) Learning Environment: Outdoor | Outside play areas are free of sharp or dangerous objects, trash, animals and poisonous plants, garden sprays, alcohol, tobacco, illegal drugs, and other hazards. The area should be well drained and accessible by safe walkways or paths. If play area is near a road or unsafe area, a fence provides security. Equipment is appropriate for the ages and abilities of the children and youth and is well maintained. There is enough portable and stationary equipment so that children and youth have access without long waits. Equipment stimulates a variety of skills (balancing, climbing, ball play, steering, pedaling, etc.) on different levels (tricycles with and without pedals, different size balls, ramp and ladder access to climbing structures). Adaptations are made or special equipment is provided for children and youth with disabilities. Outdoor space has a variety of surfaces permitting different types of play and some protection from the elements. There shall be appropriate storage for materials, supplies and portable equipment intended for outdoor use.* | O Clean  
O Well drained  
O Free of clutter  
O Appropriate storage of outside equipment  
O Appropriate and well maintained playground equipment  
O Appropriate surfaces  
O Shaded/covered area | |

*COMAR 13A.16.09

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**PROGRAM EXAMPLES**

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## II. PROGRAM OPERATION

### Environment (School-Age)

2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

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<td>2.1.2 Furniture and Equipment</td>
<td>Furnishings and materials follow the most recent safety standards (available through organizations such as the Consumer Product Safety Commission). Furniture in the classroom is sturdy, in good repair, appropriate in size, and addresses the routine care, play and learning needs of the children and youth. Furniture is arranged for convenient use. Furnishings, such as open shelves for safe materials and sturdy storage containers, encourage appropriate independence. Cozy and soft areas (e.g., rug, bean bag chair) are available. Adaptive furniture permits the inclusion of children and youth with special needs. Technological equipment appropriate to the development of children and youth is placed so that it can be safely accessed. Toilets and sinks are easily accessible to children and youth. Any flammable or potentially dangerous materials and medications are accessible only to authorized personnel and inaccessible to children and youth.</td>
<td>O Free of paint chips and splinters O Surfaces cleaned regularly with locally approved, nontoxic, soap/solution O Durable and designed to support the needs of children and youth O Appropriate height and size O Developmentally appropriate soft areas provided O Technological equipment is safely placed and accessible to children</td>
<td>N P F</td>
</tr>
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**Program**

**Validator**

**Validator Comments**

**PROGRAM EXAMPLES**

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School Age Child Care 2014
## II. PROGRAM OPERATION

### Environment (School-Age)

#### 2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

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| 2.1.3 Organization of Space                                                                 | The learning environment is organized so that all children and youth, including those with disabilities, can function in a variety of group settings. It is large enough for movement without disturbing others. Noisy areas are separated from quiet areas. The learning environment facilitates the organized storage of materials and allows for accessibility, involvement, and choice. Space is provided for belongings. The classroom is arranged to facilitate positive interaction among children, youth and adults. The total room reflects the current learning activities and experiences. The teacher’s desk and materials are separate from the learning environment and do not interfere with the traffic patterns of children and youth. | O Organized to be child and youth centered, flexible, and accessible to all children and youth  
O Space to facilitate a variety of instructional groupings (whole group, small group, pairs, individual, learning centers)  
O Tubs, trays, bins, baskets, shelves, boxes, and other items labeled and accessible  
O Space provided for children’s belongings | N P F |

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<tr>
<td>Validator Comments</td>
</tr>
</tbody>
</table>
## II. PROGRAM OPERATION

### Environment (School-Age)

2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>BEST PRACTICES/RATIONALE</th>
<th>REQUIRED EVIDENCE</th>
<th>RATING</th>
</tr>
</thead>
</table>
| 2.1.4 Multicultural Education/Diversity | The learning environment demonstrates differentiated instruction and accommodates the areas of diversity identified in state law (ability, age, gender, ethnicity, language, race, region, religion, socioeconomic status). The learning environment provides opportunities for children and youth with various learning styles (auditory, visual, kinesthetic, and tactile) and modalities (Gardiner intelligences). Books and materials present accurate and positive images and information about people from all groups. Print displays include non-English languages or Braille, as applicable. | 📚 Books, posters, dolls, puppets, reflecting diversity  
📚 Displays, clothing, music, photographs, maps, depicting cultural diversity and non-stereotypical images  
📚 Materials available in multiple languages, if applicable  
📚 Skin tone crayons, paper, and paint  
📚 Various modalities reflected  
📚 Assistive technology, if applicable  
📚 Wheelchair accessibility, if applicable | N P F |

**PROGRAM EXAMPLES**
## II. PROGRAM OPERATION

### Environment (School-Age)

2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

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</thead>
</table>
| 2.1.5 Instructional Materials | **Materials are appropriate and designed to facilitate integrated learning, authentic application of skills, problem solving, and creative/critical thinking skills. There is an adequate amount and variety to serve the capacity of children and youth.** Materials should be flexible and/or open-ended to accommodate the various skill levels and learning styles of children and youth. They promote problem-solving and creative thinking. Materials, learning centers, and bulletin boards relate to curricular themes and units of instruction. They enable children to explore concepts actively, to repeat experiences, and to demonstrate, respond to and expand on their learning. Manipulatives are used to reinforce concepts in all content areas. There are enough materials for children and youth to work simultaneously on a task. Materials should be clean, and in good condition. Games and puzzles should be complete with all pieces intact. Technology is utilized to extend learning through all areas of the curriculum and to assist teachers in meeting individual needs. All children and youth should have regular access to technology in the classroom. | - Manipulative and open-ended materials  
- Safe, durable, clean materials, which may be used for a variety of purposes  
- Accommodate various modalities and intelligences  
- Reflect cultural diversity and non-stereotypical images  
- Support curriculum  
- Accommodate various developmental needs of children and youth  
- Appropriate/equitable and safe use of technology | N P F |

| PROGRAM EXAMPLES |                                                                 |                                                                 |                                                                 |
## II. PROGRAM OPERATION

### Environment (School-Age)

2.1 A planned and well structured learning environment promotes active learning and full participation for children and youth.

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</table>
| 2.1.6 Supervision of Children and Youth | **Children and youth are under adult supervision at all times. Staff is aware of where children and youth are at all times.**  

Sufficient supervision is provided to protect the health and safety of each child and youth by staff watching and positioning themselves so that all children and youth are in view, moving around as needed, and acting to prevent dangerous situations before they occur. Staff shows awareness of the whole group even when working with one child/youth or a small group.  

Supervision is provided with each child/youth’s needs in mind and is adjusted appropriately for different ages and abilities.  

The ratio of adults to children and youth for all age groups and group sizes must meet Maryland State Child Care Licensing Regulations. A group is the number of children and youth assigned to a staff member or a team of staff members occupying an individual classroom or well-defined space. The ratio is maintained at all times including outdoor time.*  

*COMAR 13A.16.08 | □ Staffing chart showing staff assigned to each group of children and youth  
O Ratio of adults to children and youth meets or exceeds licensing regulations  
O Children and youth are in view of an adult at all times  
O Staff scan room when working with one child/youth or a small group | | N P F |
| **Program** | | | |
| **Validator** | | | |
| **Validator Comments** | | | |

### PROGRAM EXAMPLES

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School Age Child Care 2014

Page 20
II. PROGRAM OPERATION

School age child care programs provide children and youth access to high quality programming and activities during program hours. Quality programming and activities are essential to the healthy development of children and youth. Research shows that high quality programs are effective programs, providing children and youth with the supports they need to learn and grow. A balanced program of academic support, arts, cultural enrichment, and recreation is provided to enhance education and overall development. School age programs foster an appreciation for reading, thinking critically, and understanding others through a variety of indoor and outdoor activities, child/youth initiated choice and intentionally planned teacher directed activities.

For the purpose of this document, curriculum and instruction are defined as the programming, activities, and experiences that are deliberately planned to support learning and healthy development for all children and youth.

Curriculum & Instruction

- Fosters relationships that show caring and respect and build a sense of belonging and connection
- Provides content, activities, and projects that are engaging, challenging, relevant and meet the cognitive, social, and developmental needs of all children and youth.
- Ensures that children and youth feel physically safe and emotionally safe to engage and learn.

In order to meet the wide variety of developmental levels that exist, a wide variety of choices need to be made available. Children and youth need a balanced day, with opportunities for rigorous physical activity, outdoor time, quiet time, time with friends, time to be alone, time to reflect and time to discuss, debate, problem solve and explore. Staff may need to plan a wide variety of activities and provide new challenges and opportunities to explore.
## Curriculum (School-Age)

### 2.2 The program utilizes a curriculum that supports and ensures continuity of learning and development of all children and youth.

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<tr>
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</thead>
<tbody>
<tr>
<td>2.2.1 Literacy</td>
<td>[Expressive and receptive language is the basis of communication. Research demonstrates that engaging children and youth in conversation about their learning strengthens their ability to communicate, express themselves, understand, reason, and solve problems.]</td>
<td>[Programming and activities that provide literacy opportunities]</td>
<td>N P F</td>
</tr>
<tr>
<td>Listening/Speaking</td>
<td>[Children and youth should experience daily reading opportunities such as being read to; reading alone; and reading to others. A variety of books, magazines, etc should be provided for the age and development of each child/youth.]</td>
<td>[Modeling and eliciting standard English and complete thoughts]</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>[Children and youth should experience daily writing opportunities. They should be engaged in meaningful and purposeful writing activities.]</td>
<td>[Responding to directions effectively]</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>[Staff must ensure that children and youth are given the support needed to build literacy skills.]</td>
<td>[Participating in teacher-directed and child initiated listening and speaking experiences]</td>
<td></td>
</tr>
</tbody>
</table>

### REPRESENTATIVE EXAMPLES

- Participating and attending dramatic and musical presentations
- Participating in dramatic play
- Participating in individual and small group discussions
- Active use of listening centers

### PROGRAM EXAMPLES
## II. PROGRAM OPERATION

### Curriculum (School-Age)

2.2 The program utilizes a curriculum that supports and ensures continuity of learning and development of all children and youth.

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<tr>
<td>2.2.2 Mathemtics</td>
<td>Children and youth are provided experiences and activities to enhance math skills that support their ability to solve problems, reason, and communicate and make connections.</td>
<td>Math skills are enhanced and supported through the use of manipulatives and real-world situations. Children and youth are encouraged to apply mathematical concepts throughout the day. Activities and materials are provided to enhance skill development in the following areas – patterns and relationships, geometry, measurement, data display and analysis, and knowledge of number and number relationships.</td>
<td>Programming and activities that provide opportunities for math skill development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hands-on activities that support mathematical concepts i.e.: counting, graphing, sorting, weighing, measuring, patterning, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Materials/manipulatives that allow children and youth to explore and practice math concepts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>REPRESENTATIVE EXAMPLES</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Activities integrated with other content areas and centers, as appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Manipulatives (counters, clocks, play-money, rulers, geometric shapes, scales, attribute blocks, pattern blocks, Unifix Cubes™, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Problem-solving strategies (graphic organizers, guessing / checking, making a table/chart, drawing a picture, seeking patterns, etc.)</td>
</tr>
</tbody>
</table>

| PROGRAM EXAMPLES | |

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Validator Comments

Program

Validator
## II. PROGRAM OPERATION

### Curriculum (School-Age)

2.2 The program utilizes a curriculum that supports and ensures continuity of learning and development of all children and youth.

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<tbody>
<tr>
<td>2.2.3 Science</td>
<td>Children and youth are provided experiences and activities to enhance exploration and investigation of the life, physical, and earth/space sciences through real world applications.</td>
<td>Science activities are investigative and exploratory and encourage active engagement in the scientific process. Through investigations, children and youth are involved in observing, experimenting, recording, measuring, predicting, and classifying. Activities and materials are provided in the following areas: scientific inquiry, critical thinking, and applications of science, technology, history of science, earth/space science, life science, chemistry, physics, and environmental science.</td>
<td>Programming and activities that provide opportunities for science activities</td>
</tr>
</tbody>
</table>

- □ Tools and materials (scales, measuring cups, hand lenses, magnets, sand, etc.)
- □ Realia (fossils, models, collections of natural things, etc.)
- □ Opportunities to encourage scientific investigation

**REPRESENTATIVE EXAMPLES**

- Charts of Scientific Process
- Living things in room
- Evidence of nature walks
- Displayed data from investigations
- Vocabulary lists

**PROGRAM EXAMPLES**
## II. PROGRAM OPERATION

### Curriculum (School-Age)

2.2 The program utilizes a curriculum that supports and ensures continuity of learning and development of all children and youth.

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<tbody>
<tr>
<td>2.2.4 Social Studies</td>
<td>Children and youth are provided experiences and activities to enhance key knowledge, concepts, skills and attitudes in the areas of history, geography, economics, political science, and people of the nations and world.</td>
<td>□ Programming and activities that provide opportunities for social studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies activities provide opportunities for children and youth to enhance their learning about themselves, their community and the world. Learning takes place in the context of openness and appreciation for diversity of culture, and respect for similarities and differences among people. Activities that foster citizenship skills and an understanding of the unique qualities and characteristics of others promote cooperative learning and achievement of common goals.</td>
<td>□ Tools and materials (globes, maps of classroom, school, U.S., world, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Multicultural materials (i.e., posters, videos, clothing, etc.)</td>
<td></td>
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</tbody>
</table>

**REPRESENTATIVE EXAMPLES**

- Variety of print materials (newspapers, magazines, books, original photographs, etc.)
- Classroom rights and responsibilities posted

**PROGRAM EXAMPLES**

Program

Validator

Validator Comments
## II. PROGRAM OPERATION

### Curriculum (School-Age)

2.2 The program utilizes a curriculum that supports and ensures continuity of learning and development of all children and youth.

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<tr>
<td>2.2.5 Fine Arts</td>
<td>Children and youth are encouraged to express themselves physically and aesthetically, represent ideas and feelings, and enhance fundamental concepts and skills in the fine arts. They are able to explore and experiment with the art forms and media. Artistic creations are valued through display and dramatic presentations.</td>
<td>□ Programming and activities that provide opportunities for the arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Dramatic presentations, dance and music</td>
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<tr>
<td></td>
<td></td>
<td>□ Children’s artistic creations, labeled with names</td>
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<tr>
<td></td>
<td></td>
<td>□ Utilization of various music forms i.e.: classical, folk, country, lullabies, cultural music, etc.</td>
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</table>

### PROGRAM EXAMPLES

<table>
<thead>
<tr>
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School Age Child Care 2014  
Page 26
II. PROGRAM OPERATION

Curriculum (School-Age)

2.2 The program utilizes a curriculum that supports and ensures continuity of learning and development of all children and youth.

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</table>
| 2.2.6 Health and Wellness Education | Children and youth are encouraged to enhance skills in locomotive and non-locomotive movements. They learn special movement, dance, balancing, and climbing. Cardiovascular endurance, flexibility, and muscular strength and endurance are promoted through planned movement activities that take place indoors and outdoors. Opportunities are provided to practice life skills to promote health and safety practices. Staff model appropriate health and wellness practices. | □ Programming and activities that provide opportunities for health and wellness education  
□ Use of equipment that promotes large motor skills (climbers, balance beam, balls, bean bags, etc.)  
□ Activities and games promoting movement/exercise  
□ Health awareness materials such as body system posters/charts, process charts – washing hands, brushing teeth, etc.  
□ Practice of healthy habits: hand-washing after bathroom and before eating, covering mouth, blowing nose, etc  
□ Nutritional experiences: cooking, snacks  
□ Appropriate modifications and accommodations for children with disabilities |

<table>
<thead>
<tr>
<th>RATING</th>
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<th>P</th>
<th>F</th>
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<tbody>
<tr>
<td>Program Validator</td>
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PROGRAM EXAMPLES
II. PROGRAM OPERATION

Instruction/Enrichment (School-Age)

2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.

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</thead>
<tbody>
<tr>
<td>2.3.1 Flexible Grouping</td>
<td>Instruction is delivered individually, in small groups, and in large groups. Groupings change based upon individual need, instructional decisions, and assessment data. A wide variety of activities are planned and available to children and youth. Children and youth are given choices when selecting activities. At times, teacher-directed activities are provided to enhance learning and skill development.</td>
<td><img src="#" alt="Lesson/Activity plans that reflect flexible grouping" /></td>
<td><img src="#" alt="Program" /></td>
</tr>
<tr>
<td></td>
<td>For the purposes of teacher-directed learning, children and youth are not organized into fixed ability groups or fixed group rotations. Grouping occurs for a variety of purposes such as: ability, interest, or need. There is flexibility in terms of homogeneous and heterogeneous groups. The daily schedule includes periods for large group, small group, and independent learning. Children and youth make choices by using procedures which help them to plan their activities. Children and youth plan their activities in both teacher-assigned and child-selected learning opportunities. Based on continued observation of children’s performance, teachers assign children to small groups with similar or diverse ability levels to work cooperatively on specific projects, tasks, and activities.</td>
<td><img src="#" alt="Large group, small group, and one-on-one instruction with an adult" /></td>
<td><img src="#" alt="Grouping for a variety of purposes (i.e., interests, ability, needs, etc.)" /></td>
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<td><img src="#" alt="Representative Examples" /></td>
<td><img src="#" alt="Program Examples" /></td>
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<tr>
<td></td>
<td></td>
<td>Board/chart for planning activities</td>
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## II. PROGRAM OPERATION

### Instruction (School-Age)

2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.

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<tr>
<td>2.3.2 Authentic Learning</td>
<td>Instruction integrates concepts of curriculum into developmentally appropriate practices and relates in a meaningful way to real life experiences.</td>
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<tr>
<td></td>
<td>Instruction is presented in the context of the child and youth’s world and related in a meaningful way to real-life experiences. Teachers facilitate learning based on children and youth’s prior experiences, documented observations, and work samples as part of their ongoing assessment of children and youth’s strengths and needs. As part of daily instruction, teachers facilitate opportunities for children and youth to investigate, apply, and extend their learning. When teachers provide home/school connections, children and youth are able to extend and apply their learning outside the classroom.</td>
<td>O Topics relevant to children and youth’s interests and needs</td>
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<td></td>
<td></td>
<td>O Hands-on learning opportunities</td>
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<td>O Pictures, signs, functional print, and/or literacy products developed by children and youth displayed in the room and hallways</td>
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<td>O Independent learning centers that include real objects and prompts reflecting diversity</td>
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**PROGRAM EXAMPLES**

**Validator Comments**
## II. PROGRAM OPERATION

### Instruction (School-Age)

2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.

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<tr>
<td>2.3.3 Questioning/Problem-Solving</td>
<td>Children and youth are engaged in thinking, communicating, and problem-solving and encouraged to make decisions. Staff support, guide, and reinforce children and youth as they make appropriate decisions. Activities act as opportunities for children and youth to learn and practice problem solving and decision making.</td>
<td>Programming and activities that provide opportunities for questioning and/or problem solving</td>
<td>N P F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategies that encourage higher level thinking skills such as:</td>
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<td>- Open-ended, higher level questions, and investigations</td>
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<td></td>
<td></td>
<td>- Think-pair-share techniques</td>
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<td></td>
<td></td>
<td>- Cooperative learning strategies</td>
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<td></td>
<td></td>
<td>- Problem solving strategies</td>
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<td></td>
<td>Centers that encourage open-ended play and exploration</td>
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<td></td>
<td></td>
<td>Teacher-facilitated learning through questioning</td>
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<td></td>
<td></td>
<td>Balance of critical, creative, and evaluative questions</td>
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<td>Evidence of wait-time</td>
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**PROGRAM EXAMPLES**

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*School Age Child Care 2014 Page 30*
## II. PROGRAM OPERATION

### Instruction (School-Age)

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<tr>
<td>2.3.4 Instructional Strategies</td>
<td>Teachers align instructional practices and curriculum planning for the purpose of enhancing each child and youth’s learning. To help children and youth enhance skills and concepts, teachers select from a range of strategies, including: asking open-ended questions, offering cues and prompts, listening attentively to responses and giving them enough time to express themselves; demonstrating skills, adding more complex materials or concepts to a learning situation, and providing opportunities for cooperative learning. Teachers provide a relaxed, supportive learning environment which enables children and youth of all backgrounds to express their needs, influence the behavior of others, solve problems, describe experiences, impart information, and demonstrate courtesy and empathy toward others.</td>
<td>O Programming and Activities that are:  - Hands-on learning tasks  - Cooperative learning experiences  - Exploratory learning centers  - Differentiated tasks  - Scaffolding  O Informal daily assessment using note-taking and observation.  O Child/Youth-selected activities</td>
<td>N P F</td>
</tr>
</tbody>
</table>

**PROGRAM EXAMPLES**

**Program**
- Hands-on learning tasks
- Cooperative learning experiences
- Exploratory learning centers
- Differentiated tasks
- Scaffolding
- Informal daily assessment using note-taking and observation
- Child/Youth-selected activities

**Validator**

**Validator Comments**
II. PROGRAM OPERATION

Instruction (School-Age)

2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.

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</table>
| 2.3.5 Instructional Balance | Instructional strategies promote active participation by children and youth in a balance of teacher-directed and self-selected activities. The daily program includes periods for teacher-directed and self-selected activities. The learning environment is organized so that children and youth can function in it with a minimum of adult direction. Adults model and provide opportunities for children and youth to exhibit appropriate behaviors which include assuming responsibility for carrying out routine activities, exhibiting independence and initiative in planning their own learning, and practicing pro-social skills. Teacher-directed learning provides sufficient materials or manipulatives so that all children and youth can participate simultaneously. | O Opportunities are provided for self-selected and teacher-directed activities  
O Display of self-initiated and teacher-directed projects and books  
O Adequate materials and manipulatives accessible to children and youth | N P F |

Program

Validator

Validator Comments

REPRESENTATIVE EXAMPLES

- Activity planning board/chart

PROGRAM EXAMPLES
II. PROGRAM OPERATION

Instruction (School-Age)

2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.

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| 2.3.6 Multicultural Education/Diversity | Instructional practices reflect the areas of diversity as identified by state law: ability, age, gender, ethnicity, language, race, religion, region and socioeconomic status. Instructional activities are planned to accommodate diverse learning styles. They recognize children and youth’s cultural identities by celebrating cultural events (e.g., Cinco de Mayo and May Day), and home cultures (e.g., food and cooking, family album, language spoken at home). The use of visuals depicts various cultures authentically. Families are involved as resource people or provide family artifacts. Instructional strategies include activities that expand awareness of gender roles (i.e., interviews with adults in non-traditional professional roles.) Materials in the classroom reflect non-stereotyped gender roles and diverse ethnic groups. Instructional materials also positively portray individuals with disabilities and persons from a wide range of economic backgrounds and of various ages. | O Staff treat children and youth with respect, acceptance, and appreciation  
O Staff recognize and relate to a child and youth’s culture and language  
O Authentic representation of cultures and people through illustrations, literature, props, photographs, music and posters  
O Materials in the classroom reflect non-stereotyped gender roles and diverse ethnic groups (e.g. skin-tone paper, crayons, books, music)  
O Instructional materials positively portray individuals with disabilities and a variety of backgrounds  
O Activities support different learning styles | N P F |
II. PROGRAM OPERATION

Instruction (School-Age)

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| 2.3.7 Instructional Management      | The classroom community is organized and structured. Children and youth are aware of expectations and daily routines. Children, youth and teachers share responsibility for the classroom. The routine is maintained to establish set expectations. Sufficient time is allocated for transitions to allow children and youth to clean up and prepare for the next activity. Trays and bins for materials are clearly labeled to facilitate self-directed cleanup on the part of the children and youth. | O Teacher/assistant engagement with children  
  O Use of lights, verbal cues, musical cues, sign language, poetry, songs, finger plays, riddles, or thinking games to promote smooth transitions  
  O Labeled containers for materials  
  O Posted daily schedule  
  O Behavior management strategies that result in positive learning behaviors (e.g., acknowledging positive behavior of children and youth, avoidance, ignoring, etc.) | Program  
  Validator  
  Validator Comments |

**REPRESENTATIVE EXAMPLES**

- Chart of cooperative behaviors
- Classroom rules

**PROGRAM EXAMPLES**
## II. PROGRAM OPERATION

### Instruction (School-Age)

2.3 Curriculum is delivered through instructional strategies which support children and youth’s development, learning and attainment of skills.

<table>
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<tr>
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| 2.3.8 Social Interaction | Teachers model and provide opportunities for children and youth to exhibit helpful behavior; to develop and follow rules for the care and safety of themselves, others, and classroom materials; to get along with others from similar and different backgrounds; to demonstrate respect for others, and to make friends. Social conflicts among children and youth are used as learning experiences with adults helping children and youth to negotiate disagreements among themselves without solving problems for them. Teachers describe consequences of inappropriate and appropriate behavior. Teachers, children and youth generate classroom rules together and decide on appropriate consequences throughout the year. | O Staff set clear, realistic and appropriate limits  
O Staff model appropriate behavior by interacting with each other in a positive, respectful manner  
O Activities that promote appropriate behavior such as:  
- Class meetings/circle time discussions  
- Small group interactions  
- Paired activities  
- Role playing  
- Small group problem solving | N  
P  
F |
|                  |                                                                                                                                                                                                                                                                                                                                 | Stafford clear, realistic and appropriate limits  
Staff model appropriate behavior by interacting with each other in a positive, respectful manner  
Activities that promote appropriate behavior such as:  
- Class meetings/circle time discussions  
- Small group interactions  
- Paired activities  
- Role playing  
- Small group problem solving | Program  
Validator  
Validator Comments |        |

### REPRESENTATIVE EXAMPLES

- Participating in plays and puppet shows
- Charts of desired behaviors

### PROGRAM EXAMPLES
### III. HOME AND COMMUNITY PARTNERSHIPS

#### Partnerships

3.1 Family and community partnerships support the success of school age programs.

<table>
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<tr>
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<tr>
<td>3.1.1 Communication with Families</td>
<td>Designing effective forms of communication about programs and program activities helps bridge the gap between families and programs. Effective communication provides opportunities for parents to communicate information regarding their child and youth’s strengths and needs, and their expectations for their child or youth. Expectations for school age programs and plans for implementing them are disseminated to parents on an ongoing basis. Scheduling activities at times convenient for parents encourages family participation.</td>
<td>□ Registration or enrollment materials □ Documentation of family outreach activities i.e. newsletters, flyers, etc. □ Sign-in sheets and/or minutes for parent meetings and conferences held at convenient times for parents □ Handbook for parents □ Copy of program calendar □ Materials available in native languages and alternative formats (for family members with disabilities). □ Directory of program staff □ Family communication board</td>
<td>N P F</td>
</tr>
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**Program**

**Validator**

**Validator Comments**

**PROGRAM EXAMPLES**
### III. HOME AND COMMUNITY PARTNERSHIPS

#### Partnerships

3.1 Family and community partnerships support the success of school age programs.

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<td>3.1.2 Supporting Child and Youth Development</td>
<td>Programs can help bridge the gap between home and educational program by assisting families in developing home environments that support development and learning. Providing information and ideas will help families assist their children and youth at home with curricular related activities. Families also need information and data enabling them to make wise educational decisions and plan for their children and youth’s futures.</td>
<td>☐ Copies of newsletters containing information about child and youth development and learning</td>
<td>N P F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Agendas, sign-in sheets, and/or evaluations for workshops involving parents and/or children</td>
<td>Program</td>
</tr>
<tr>
<td></td>
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<td>☐ Displays of brochures regarding child and youth development</td>
<td>Validator</td>
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**PROGRAM EXAMPLES**
### III. HOME AND COMMUNITY PARTNERSHIPS

#### Partnerships

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<td>3.1.3 Family Participation and Involvement</td>
<td>A comprehensive program of partnerships promotes family and community participation and involvement in the program. Members of families are encouraged to participate in the program in ways that they feel comfortable. They may take part in program activities (e.g., sharing a cultural event, telling or reading a story, tutoring, making learning materials, playing games, or assisting with the instructional program.) They may contribute to activities outside the classroom (e.g., designing or sewing costumes, working in the media center, going on a field trip). Family members might also wish to become a member of a team, responsible for making decisions about the program.</td>
<td>☐ Evidence of parent/community volunteer opportunities  ☐ List of members of parent advisory committee, program improvement team and/or governing board and/or evidence that parent feedback is gathered and encouraged</td>
<td>N P F</td>
</tr>
</tbody>
</table>

**Program**

**Validator**

**Validator Comments**

**REPRESENTATIVE EXAMPLES**
- Photos of volunteers serving as resources
- Policy handbook which outlines the process or influencing decisions, raising concerns, appealing decisions, and solving problems
- List of parent advisors

**PROGRAM EXAMPLES**
### III. HOME AND COMMUNITY PARTNERSHIPS

#### Partnerships

3.1 Family and community partnerships support the success of school age programs.

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<td>3.1.4 Collaborating with the Community</td>
<td>Programs identify and integrate resources and services from their community to strengthen programs, children and youth, and family practices. Families are provided with information regarding resources and services that may help meet their needs, when solicited and/or appropriate. Programs collaborate with local schools to: • Develop program activities that are aligned with and complement the school curricula • Address the needs, issues, and progress of children and youth; • Facilitate communication between families and schools.</td>
<td>Newsletters regarding community resources Guides, lists or directories of community resources available to parents/programs Staff encourage children and youth to be motivated and successful in school</td>
<td>N P F</td>
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School Age Child Care 2014 Page 39
### Partnerships

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<td>3.1.5 Evaluation</td>
<td>Programs solicit family and community knowledge regarding programming and activities and incorporate it into ongoing assessment and evaluation of the program.</td>
<td>☐ Copies of completed parent and participating community organization surveys</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>☐ Copies of evaluations of partnership activities</td>
<td></td>
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**REPRESENTATIVE EXAMPLES**

- Copies of program evaluations completed by administrators and/or outside agencies, if applicable
- Copies of survey results given to parent advisory committee.

**PROGRAM EXAMPLES**